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ABSTRACT

This report examines whether students at risk for academic failure are achieving success in Kentucky's alternative schools. Alternative schools serve as a placement both for students who disrupt the mainstream classroom and for those who need academic remediation. Such mixed placements may not provide a quality education for students having only academic problems. A survey of alternative schools and programs in Kentucky examined organizational characteristics, educational practices, and academic achievement. Usable responses were received from 58 of 153 schools surveyed. About 43 percent of alternative schools had been in operation for 1-2 years. All schools/programs served fewer than 181 students, with 58 percent serving fewer than 31 students. The top factors determining student placement in alternative schools were disruptive/violent behavior and academic failure. Almost all alternative schools were self-contained systems, and 81 percent were self-contained in separate facilities. Ninety-one percent of respondents reported grade improvement for at-risk students while in the alternative program. Graduation rates were inconclusive because many districts require students to return to the mainstream school to graduate or drop out. The survey also collected data on hours of operation, sources of curriculum design, students' behavior or attitude change, grade level organization, strategies used to motivate students academically and behaviorally, student gender ratio, and district dropouts. Appendices include the survey questionnaire and list Kentucky alternative schools/programs. (Contains 33 references and 15 figures.) (SV)

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Academic Success of At-Risk Students in an Alternative School Setting:

An Examination of Students' Academic Success Out

Of the Mainstream School Environment

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Campbellsville University

Spring 2000

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Abstract

This research report attempts to report on the organizational, structural, and educational processes found in the alternative school/program learning environments established in the state of Kentucky. The goal of this project was to investigate whether or not students removed from mainstream schools at-risk of academic failure, achieved academic success in the alternative school or program. Ninety-one percent of the surveyed respondents reported grade improvement for at-risk students while in the alternative program. The results were inconclusive on the academic success attained by at-risk students to successfully complete high school following alternative school intervention. Many district policies for graduation or dropping out required students to return to mainstream school. Therefore, accurate values were not available from most of the alternative schools on graduate percentages. However, additional information obtained through a questionnaire and a mailing list compiled from contacts with individuals involved with alternative schools in Kentucky may provide new and established schools or programs with relevant information and contacts to improve current strategies and policies.

Academic Success of At-Risk Students in an Alternative School Setting: An Examination of Students' Academic Success Out of the Mainstream School Environment

Chapter 1

Introduction

Alternative schools have served two roles for educational systems in the past years. One role of the program was to provide a place for students who disrupted the academics of others in a mainstream classroom. The other a program for at-risk students where students are referred who fail to satisfy the academic requirements in their respective grade. At-risk students requiring additional academic help need placement into a supportive learning environment which does not interfere with the mainstream students' academic achievements. However, placement of students into an at-risk alternative school environment, who need only academic remediation, with students who have violent/disruptive behaviors, criminal and/or drug problems exposes students to a realm of additional contributing factors associated with academic failure. Such placements may not allow for quality education for at-risk students identified as having academic-only challenges.

Research Question

Are students at-risk for academic failure achieving academic success in the alternative school environment? Data was obtained through a statewide questionnaire of Kentucky alternative schools. This study will, a) deduce and report on how alternative schools are being utilized for student placement, and b) examine academic success and what percentages of these students are graduating, quitting, or returning to their mainstream school.

Design of Study

A. Procedures. The Department of Education was contacted to obtain information on alternative schools throughout Kentucky. Teachers at the Newton Education Center, an alternative school in Campbellsville, KY, were surveyed and asked what questions they felt were relevant in determining whether an alternative school program helped students achieve

academically after returning to their previous mainstream school. Academic advisors at Campbellsville University, Taylor County and Campbellsville Independent School systems were also consulted. Based on these surveys and discussions a questionnaire was constructed. Addresses were then compiled and the questionnaire mailed to all alternative schools for at-risk students and/or contacts at the school board office (Safe School Coordinators) contacted by these researchers in the state of Kentucky (Appendix II mailing list).

B. Data Collection. Contributors and participants in this research project include state level employees, directors, educators, administrators, at-risk students, and alternative school personnel. Data obtained through surveys, questionnaires, and interviews will be studied to help determine whether academically challenged students graduate, quit, or return to their mainstream school after placement in an alternative school environment.

Summary

As educators, there exists a responsibility to educate to the best of our ability, all students equally. At-risk students can challenge the accomplishment of this fundamental educator goal. Therefore, it is crucial that an appropriate alternative school opportunity exist, permitting every individual the optimal opportunity to learn successfully. This research study was planned with the intention of understanding whether students who are placed in the alternative environment for academic help achieve academic success. Individuals who have worked with or in an alternative scenario can appreciate numerous at-risk factors students are exposed to in an alternative school setting. Exposure to violent/disruptive behaviors may not be appropriate for students who are only at-risk for academic failure. Measures to ensure students are provided with the academic help they need without exposure to other negative influences is of great concern and a challenge in the alternative education system.

Chapter 2

Literature Review

Introduction

The alternative school environment was originally conceived because there was no method to ensure at-risk students would fit into the national goals and objectives designed to develop standardized profiles of student performances in a traditional mainstream setting. Maintaining a coherent and consistent program for all students in every state was a national concern.

Students who have shown patterns of academic failure poise a substantial problem or even an academic threat in the mainstream classroom. These students consume more of each educator's time and potentially require instructors to cross-traditional boundaries to avoid an at-risk students' academic failure. Educators and mainstream students lose valuable time and effort when disruptions occur in the learning process. These disruptions adversely affect performance achievements and objectives in the mainstream setting.

Vail (1992) defines youth-at-risk as "youth whose environments, behaviors, and individual characteristics may prevent them from reaching their full educational potential, and becoming nurturing, contributing members of families and of society" (Clark, 1995). Twenty years ago, if a student was labeled at-risk; he or she was either poor or a minority. Ten years ago, an at-risk student was not only poor or a minority, but was also involved in drugs. Today's at-risk youth are not so easily defined. Characteristics of at-risk youth, once only a few in numbers have broadened dramatically and difficult to classify. Any young person may become at-risk at various times in his or her life when encountering periods of depression or disappointments, or are pressured to experiment with drugs, alcohol, illegal activities, and possible gang involvement.

Related Literature

Studies identifying the academic success (outcomes) of at-risk students outside of the mainstream setting were minimal. One large-scale study project conducted by the Oklahoma Technical Assistance Center, 1995, was reported to have concluded that at-risk students, placed for longer periods, do well in several areas of study and behavior in an alternative education program (Aronson, 1995). This information corresponded with findings from several other states that included California, Michigan, New York, Oregon, and Mississippi researching alternative learning environments (Aronson, 1995 and Elrod, Blackburn, Mann, and Thomas, 1997). A large percentage of available information on research in alternative schools still focuses mainly on behavioral and emotional aspect of the education process with at-risk students and the organizational arrangements. Studies examining the following issues in alternative programs were: national concern of failure rates in the at-risk population, characteristics of at-risk students with academic failure, alternative learning environments and increasing numbers of at-risk students and the need for alternative programs.

National Concern of Failure Rates in the At-Risk Population

At the turn of the century, ninety percent of school-age youth dropped out of school to find jobs. By 1950, the "dropout" rate fell below fifty percent (Barr, Robert, Parrett, 1995). During this period, jobs available to poorly educated "dropouts" were numerous. Factories, and even the military, generously accepted applicants with little or no education. This is not true today. National concern has increased over statistics showing a staggering number of students who are not successfully completing high school. According to a report from the National Center for Educational statistics, of the 30.8 million people in the 16-24 year-old age group, about 3.4 million have not obtained their high school degree (Garnier, Stein, and Jacobs, 1997). These reported figures represent a general increase since 1990 of students who do not acquire a high school degree.

Failure to obtain a high school diploma has far reaching implication, impacting society and the personal life of an at-risk child. Research findings suggest individuals who leave school

early do not have the technical skills and knowledge needed to obtain successful employment. Every year the youth who "dropout" of their class "costs the nation an estimated $240 billion in lost earnings and foregone taxes over their lifetime" (Ingersoll, 1997). As a result, the projected economic impact upon society are billions more over the years due to the monies that are eventually spent on welfare, health care and other areas of social services needed by "dropouts" These costs present an enormous burden to society (Waxman, Walker de Felix, Anderson, and Baptiste, 1992 and Woods, 1995).

Numerous studies and reports have underlined the need for alternative education for students' at-risk in order to promote academic success and completion of secondary school. According to research in the Annual Report on School Safety (1998) a significant amount of information available from studies concluded that violence and discipline problems are top indicators predicting academic problems, which consequently leads to failure for at-risk students (U.S. Department of Education and Justice, 1998).

In 1987, a national survey conducted by Phi Delta Kappa found "at-risk" students were a priority topic educators chose for national research. It was determined the purpose of the national research should be to identify cause and effect relationships existing in school and social settings in order to understand and improve success for those students who are in danger of academic failure (Goll, Holland, and Lanese, 1989). Subsequently, a number of factors were identified as relevant attributes to the student at-risk and were reviewed in the national research.

Characteristics of At-Risk Students with Academic Failure

There are three groups of characteristic factors found for at-risk students: 1) social/family background, 2) personal problems, and 3) school factors. In each grouping, specific attributes can be identified which contribute to academic failure. Our study focuses on the school factors group. Characteristics grouped into school factors include (but are not limited to) behavior problems, absenteeism, lack of respect for authority, grade retention, suspension/expulsion, course failure, tracking/ability grouping, dissatisfaction and frustration with school, inadequate school services,

and school climate hostile to students who do not "fit the norm" (Westfall and Pisapia, 1994 and Woods, 1995).

Increasing Numbers of At-Risk Students and Alternative Environments

Statistically, projections indicate that by the year 2020 the majority of America's public school students will be considered at-risk of academic failure due to trends in higher at-risk problems in home environments (Westfall, et al. 1994). While this projection may or may not be true, it does strongly suggest that public educational systems in our nation have a responsibility to educate at-risk students as well as traditional non-problematic students.

Cases where students are court-ordered for violent and/or verbally abusive behavior towards authority are just a few scenarios that justify students' placement into an alternative school for educational support. After all, these are some of the reason alternative schools and programs were developed. Intervention strategies and programs effectively respond to a vast majority of youth that have the ability to learn and succeed to become a productive and functional member of society. Alternative programs allow for additional counseling, strong leadership, smaller class sizes, individualized instruction, access to other supportive programs, one-on-one tutorial assistance, and staff who are very supportive by create a sense of a student security in belonging (Woods, 1995).

Summary

Successfully meeting the needs of the at-risk student is a very complex issue and perhaps one of the most difficult issues facing educational systems today. Because of complexities inherent in these individual's lives, administrators, educators, and support personnel need to work together successfully to meet the needs of these students (Elrod, et al. 1997). Considerable research has been conducted trying to develop methods which can instill in the at-risk student necessary traits used to cope with the variety of issues students face. Literature suggests the most

effective approach to the problem could come from schools. Additionally, this same literature identifies the four factors needed to educate the at-risk student successfully: educators, schools, parents, and the community. All of which have not yet joined forces to work together to educate the at-risk population (Waxman, et al. 1992).

Schools offer a unique opportunity to many students, providing them access to educational and social growth they might not attain in their home environment. Numerous studies and publications show there is a consistent correlation between school environment and how students conduct themselves in that environment. The school environment influences students' feelings toward others and themselves. Administration, teachers, and support personnel are responsible for establishing norms by encouraging desired outcomes for at-risk students. A positive school environment supports the at-risk student by encouraging high expectations, a sense of belonging, a feeling of competence, cooperative learning skills, and a positive sense of self-worth (Germinario, Cervalli, Ogden, 1992).

Researchers have concluded that early positive influences from the school environment have a more powerful effect on a student's life than one's family, neighborhood, community, or teacher (Germinario, et al. 1992). Traditionally, alternative school students comprise a population of students who can not control many of their behaviors, attitudes, and actions. Many of these students strike out verbally and physically at any person they can at anytime they want, thereby causing many negative situations during an average school day. It is crucial these students, who are at-risk for academic failure, be separated from students with violent/behavioral problems. The positive school environment plays too critical a role to overlook when considering an at-risk student having increased probability of experiencing academic success and completing his or her secondary education in a alternative program (Aronson, 1995 and Woods, 1995).

Chapter 3

Introduction

Arguably, alternative schools have been utilized as a punishment (or a form of punitive recompense) for educating those students who are judged unable to be educated in the normal mainstream setting or as a remedial academic program. Due to an increased number of students being identified for becoming at-risk there has been significant change in the way educators determine how at-risk students are to be handled to function productively in society. Published research conducted on at-risk students has mainly analyzed the behavioral and emotional challenge educators and learners were faced with in the classroom and the organizational components in the program.

Academic accountability focus is in the basic stages with alternative programs. How the alternative schools are to serve, as an important means for educating students with "academic-only" remediation needs is still in the research stage. Educators working with at-risk students acknowledge the need for programs for at-risk students with academic failure and the necessity to have students identified with more severe problems (violent/disruptive behaviors, drugs, etc…). Identifying the at-risk factor(s) is important in order to provide a proper academic and support system, which is an important responsibility of the alternative program.

Methods

A combination of both qualitative and quantitative analysis was used in this study. Due to the lack of published information available on the relationship or correlation between at-risk students and academic success, a researcher-developed instrument (questionnaire-Appendix I) was constructed and distributed to all established alternative schools and programs in the state of

Kentucky. A cross-referencing of data and interpretation of data was utilized to study student placement into alternative school environments for those students identified with having academic failure as a factor.

Unusual as it might seem information about at-risk alternative school programs, contacts, school names, addresses and telephone numbers were not available at state level agencies. Numerous attempts were made to acquire this information but were unsuccessful. Denise Bailey with the exceptional services division was very helpful on numerous occasions in telephone conversations and electronic mail contacts but only had limited information in that department. Mrs. Bailey contacted other individuals (Joan Howard and department personnel) and asked for their help but did not have any replies. Electronic mail contacts were made to several of the Kentucky Department of Education Division Contacts at the KDE website asking who would have this information but there were no responses.

Therefore, we took it upon ourselves to call every district in the state of Kentucky and inquire about programs established for at-risk students. The time consumed with these inquires moved our period for completion of parts of this research back. However, telephone contacts did provide important information about how established programs were designed and operated, problems and successes in financial affairs as well as structural facilities, and in personnel staffing for districts providing alternative schools or setting. Because our society has been riddled recently by a platform of violent atrocities (and resulting policies) we discovered that a majority of the schools contacted were in their first to third year of operation.

Research Audience

Primarily, this research was conducted in order for us to determine if the patterns that were observed in the local city and county school systems in Taylor County were the same throughout other alternative schools in Kentucky. We believed this information would help other teachers and us to evaluate effective programs in alternative school systems. Additionally, content area teachers in the mainstream schools, administrators, site-based committees, parents, and

anyone working with at-risk students would be better informed of the potential use and purpose of alternative schools for remedial or tutorial education for students identified as at-risk for academic failure.

Research Project

School boards, directors, principals and teachers were contacted by telephone and in person. A questionnaire was mailed to one hundred and fifty-three directors or contacts at all schools contacted with an alternative program in the state of Kentucky. The questionnaire surveyed issues dealing with the at-risk population of students upon which alternative programs had been established. Approximately one hundred and seventy telephone contacts and twenty interviews were conducted over a three-month period and the questionnaires were mailed in the middle of January to be returned by the last week of January or earliest convenience.

Research Evaluation

Using the researcher developed instrument and interview information the researchers focused on how students in need of academic remediation succeed academically in the alternative school environment. All other information collected was examined to draw any further conclusions about the academic success of at-risk students in alternative school settings. Information obtained during this research was extrapolated from the researcher questionnaire (Appendix I). All figures correlate with the question number.

Summary

It is in the opinion of the researchers that after analyzing the information obtained in this project that it will be useful in informing other alternative programs about effective strategies and what is being done in Kentucky's at-risk alternative schools. It is our hope that there might be a reflective examination and perhaps a reconsideration of the referral practices for students placed into alternative schools or environments. Especially for individuals responsible for placing students who only need academic support into alternative program where there are a high

percentage of students with violent/disruptive, criminal or drug problems. Alternate intervention strategies or providing a separated population scenario would be a working alternative for academic needs in these individuals.

There was no attempt in this study to compare student records or test scores from school-to-school. It was realized that this information was problematic to obtain due to the practice of having the alternative school students' test scores combined with mainstream students' scores in state testing programs which has limited this studies effectiveness as a research tool. Many alternative schools do not allow graduation or "dropping out" of school from the alternative program either, but require the at-risk youth to return to mainstream to graduate or "dropout" thereby skewing any academic success rate comparisons with graduation percentages.

Chapter Four

Introduction

This research report attempts to report on the organizational, structural, and educational processes found in the alternative school/program learning environments established in the state of Kentucky. The goal of this project was to investigate whether or not students removed from mainstream schools at-risk of academic failure, achieved academic success in the alternative school or program. Ninety-one percent of the surveyed respondents reported grade improvement for at-risk students while in the alternative program. The results were inconclusive on the academic success attained by at-risk students to successfully complete high school following alternative school intervention. Information obtained using the alternative school questionnaire demonstrates and provides a general demographic snapshot of the organization of alternative schools located across the state of Kentucky in terms of the facilities, curriculum utilization and support systems.

The lack of statistical information on graduation success and academic achievement has hampered this study's main purpose to evaluate effectiveness of alternative programs for academic success. In many cases, graduation or "dropping out" of school is not officially recorded or determined because alternative placement for at-risk student's serves as a temporary not permanent placement. Therefore, a true representation of the results of alternative education may be skewed when trying to analyze reported percentages and answers. In many cases, students return to their home school where academic grades from the alternative school are assimilated into the overall "regular" or mainstream high school to which students eventually return and from which they graduate.

Analysis

Manual tabulation of the responses from the itemized questions was used to organize data obtained in this study. For every survey returned, each question was recorded with the response, "no answer" or "not applicable", "not available". Figure numbers correlate to question numbers. There were a total of one hundred and fifty three surveys sent out in the mailing and sixty-five returned. Of the surveys returned:

A total of fifty-eight of the sixty-five were used for information in this study. The other surveys were not included in the study because:

1. One survey came from an exclusively day treatment program and does not qualify.
2. Five surveys did not answer questions because the school did not contain an alternative program.
3. One alternative school serviced students who had already "dropped out", and the alternative school was actually G.E.D Learning Center, constituting an invalid survey.
4. One survey respondent was planning for an alternative program in the fall of 2001 and consequently did not qualify to answer the survey

Forty-three percent of the surveys were returned, and of those returned thirty-eight percent were applicable to this research. The complete questionnaire is found in Appendix I and figure number correlates to question number on questionnaire. Data from each question reveals the following results.

Results

Because of the national need to respond to Goal Number 2 of the National Goals for Education ("By the year 2000, the high school graduation rate will increase to at least 90 percent") many districts have been prompted to provide an alternative program or school. Data from respondents in Kentucky alternative schools or programs revealed that twenty-four schools or programs were in their first to second year. Question one requested the length of time in operation of the alternative program and answers grouped by years in figure 1 from: 1 to 2, 3 to 4, 5 to 6, 7 to 8, 9 to 10, 11 to 13, and 14 and above years

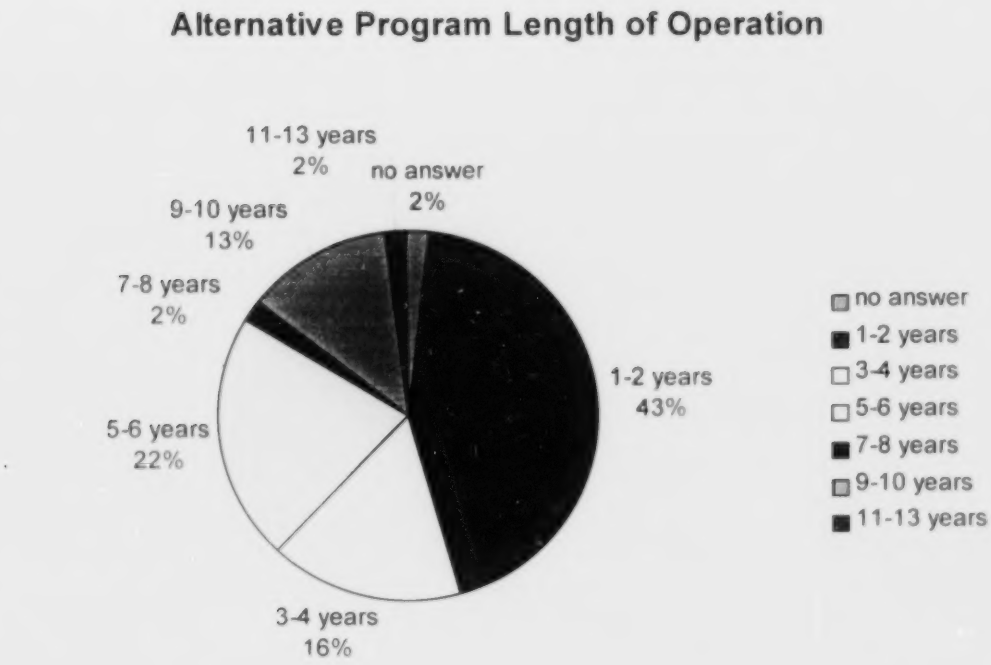

Figure 1. Alternative program length of operation in the school district.

Alternative school student populations varied, with more schools having a population of ten to thirty students followed by student populations of thirty-one to eighty. Alternative school student populations were grouped in increments of: 0 -10 students, 10 - 30 students, 31 - 80 students, 81-130 students, 131- 180 students and over 180.

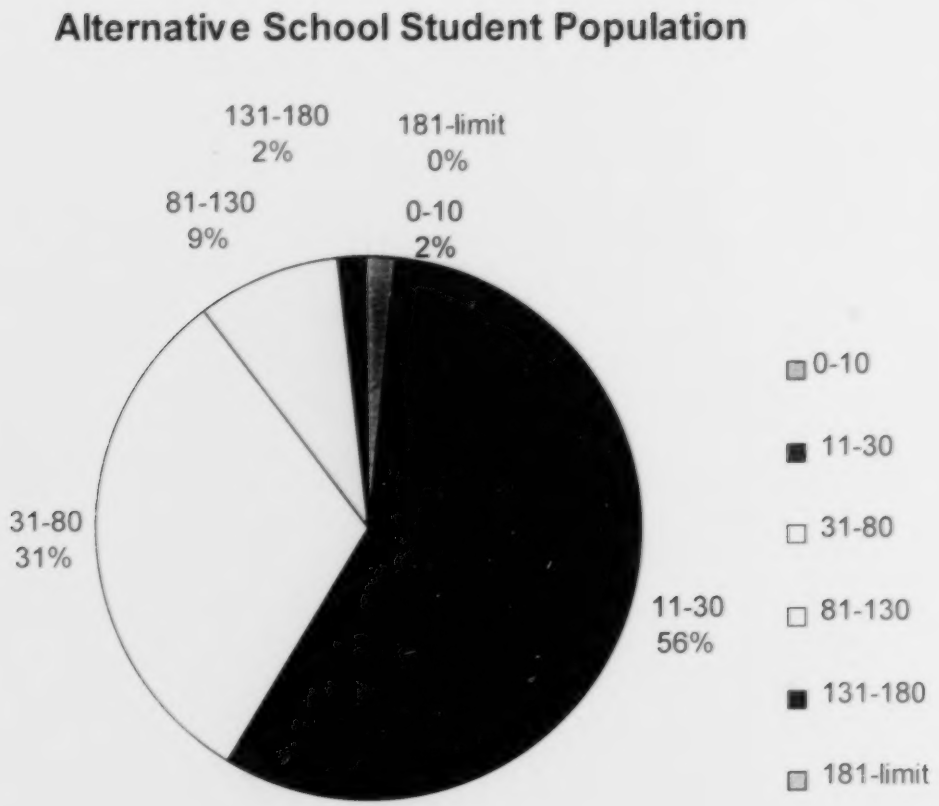

Figure 2. Alternative school population

Analysis question three "list the top two factors determining student placement in your alternative school", two very distinct patterns were apparent and grouped accordingly. Fifty-seven percent of the alternative programs or schools contained students identified as having violent/disruptive behavior problems. Consequently, this category of students is the top factor when placing students. Thirty-one percent of the alternative programs or schools contained students experiencing academic failure as a top factor for placement into the program or school. Respondents listed a second factor and this was combined with the top factor. Twelve percent of those surveyed listed other top factors as contributing to student placement and those combinations of factors were graphed accordingly.

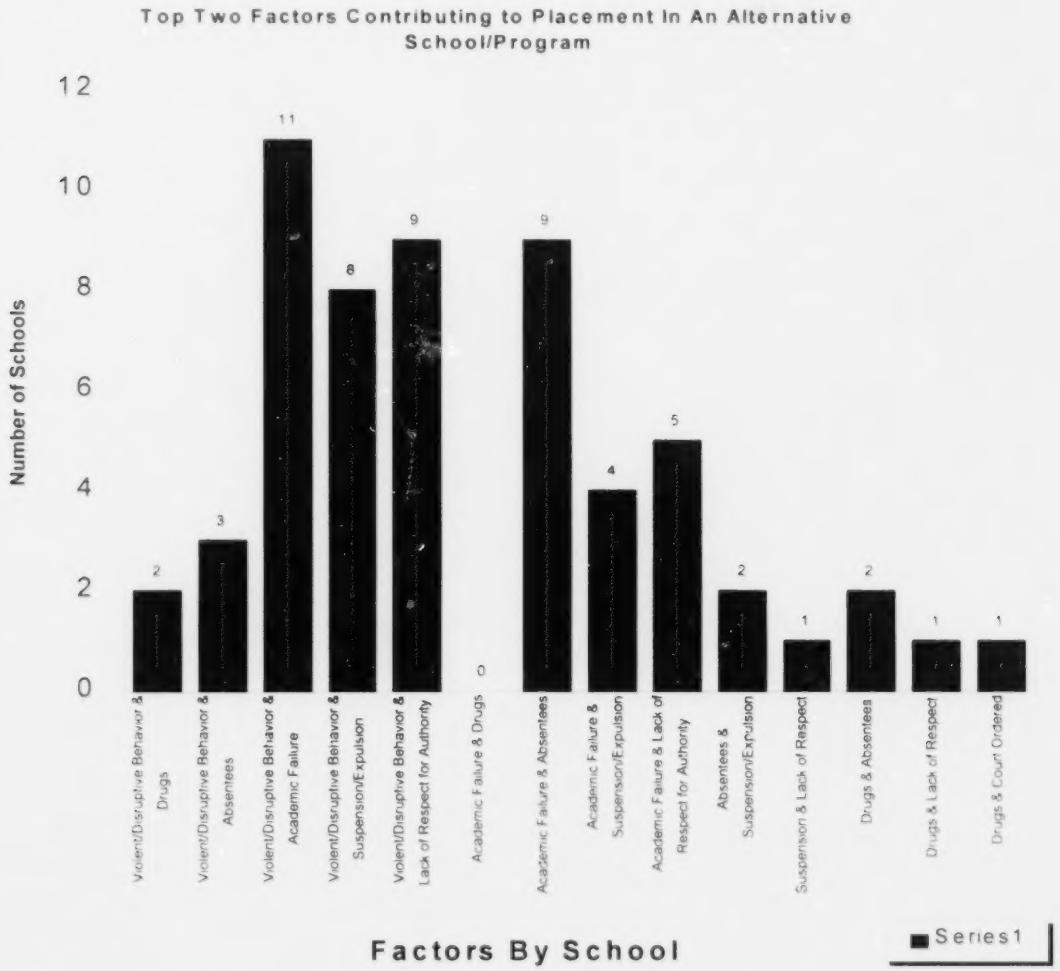

Figure 3. Top two factors determining student placement in the alternative school.

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Extended hours, shortened school days, and Saturdays were used by a small percentage of schools to operate the alternative school program. Individuals practicing this strategy indicated staff and students were able to use school resources not available to them during regular hours. School hours of operation were grouped into; average school day operating hours, shortened day operating hours and after school hours operation.

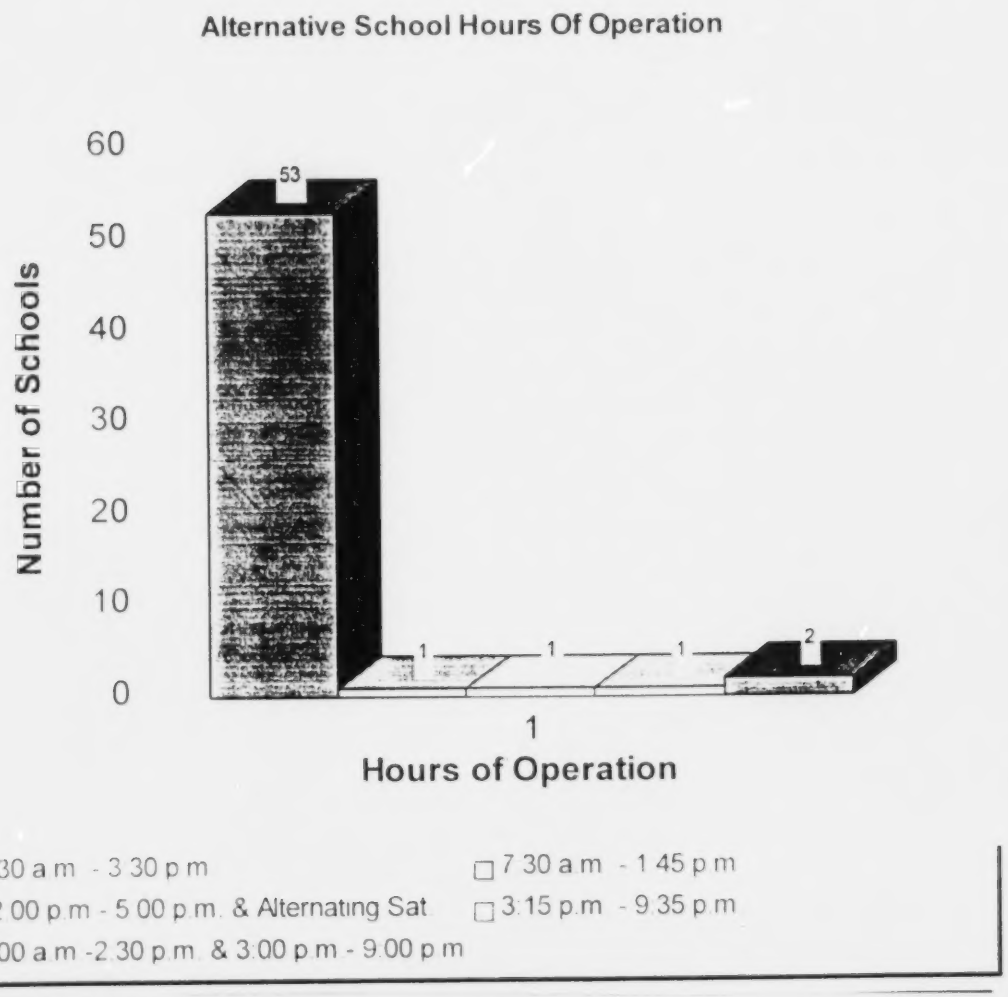

Figure 4. Alternative school hours of operation

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Accurate graduation rate comparisons between alternative systems and the mainstream systems were not obtainable from information collected in this survey on question five. Several alternative programs required students to return to their mainstream school in order to "dropout" of school. Fifty-seven percent of alternative schools did not answer or have this information available. Graduation rate answers varied from "same", "better", "lower", or percentage values "not available", "no answer" and "no graduations take place" from the alternative school.

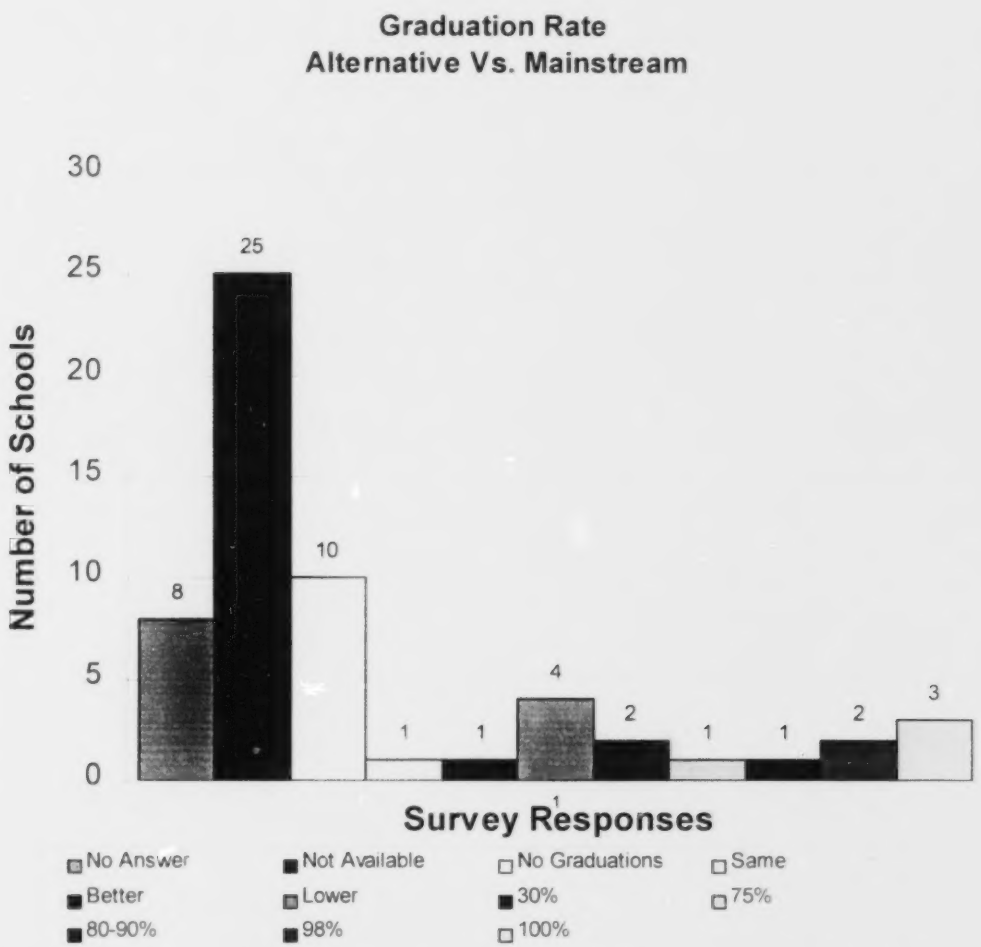

Figure 5. Graduation rate of students enrolled in the alternative program compared to the graduation rate of the mainstream school students.

According to survey results, grades improve for students who are placed in the alternative school for academic failure. Ninety-one percent of those surveyed indicated there was grade improvement for most students who were placed for academic needs. To provide effective alternative programs alternative schools are incorporating the following researched based methods: smaller class size, smaller teacher to student ratios, one-on-one tutorial assistance, modified lesson plans to meet individual needs, intercultural awareness, and instructional technologies (Tables 1 and 2). In addition, alternative programs facilitate a sense of community by incorporating these methods, methods which are essential in any academic institution. In response to "Have grades improved for students who are there for academic failure?" Answers were "yes", "no", "not available", or "not placed for academic problems".

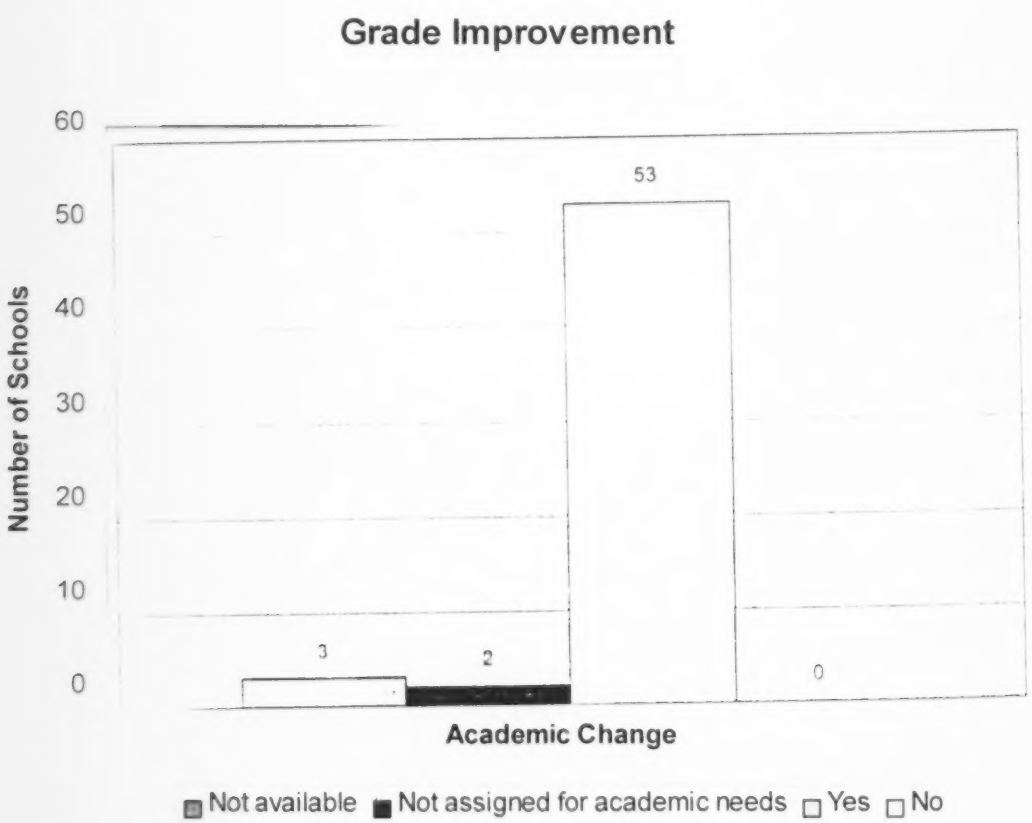

Figure 6. Grade improvement for students placed in the alternative school for academic failure.

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Curriculum development answers were grouped into categories of mainstream teachers, alternative teachers, certified personnel developed school curriculum, board of education personnel involved with the individualized lesson plans and other resources. Seventy-one percent of teachers and staff, according to surveys, are allowed a greater freedom to modify lessons and use multiple assessment methods to provide individualized attention and instruction plans of schools responding (Figure 7).

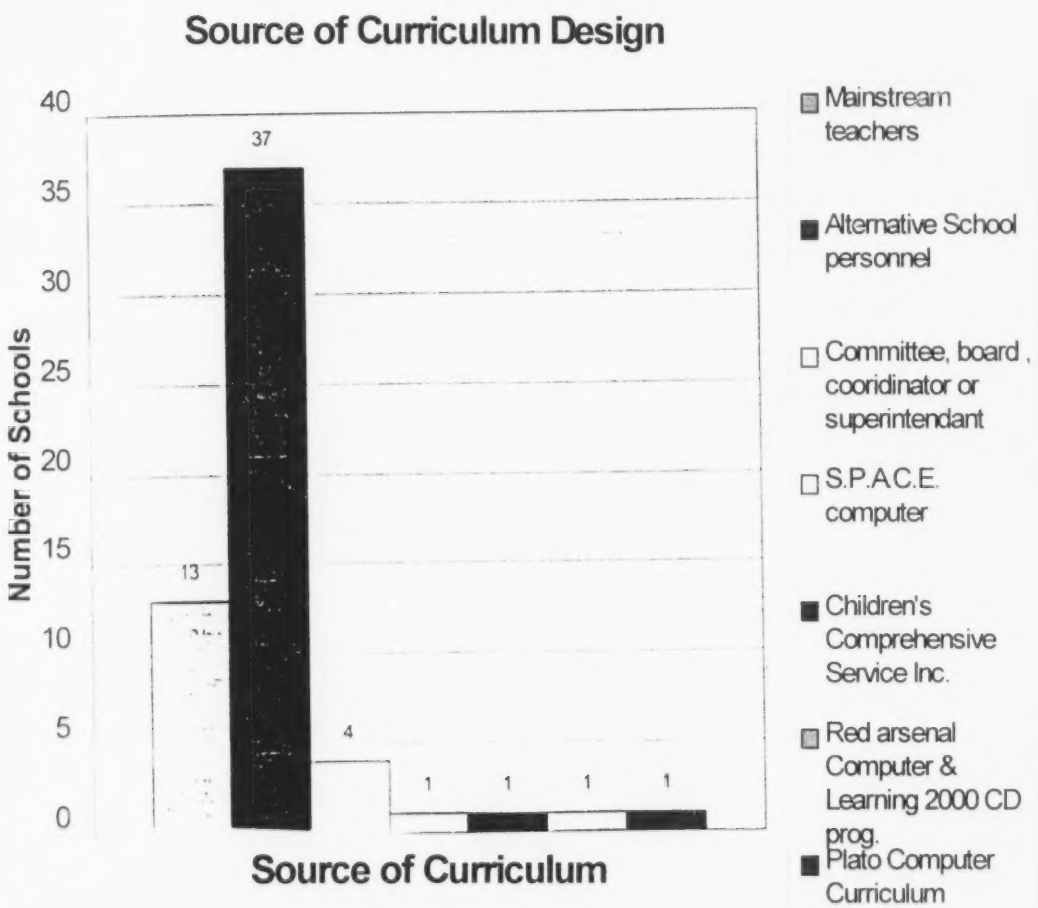

Figure 7. Responsibility for curriculum design used by alternative school or program.

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Flexible expectations, which incorporate student needs, has a positive effect on attitude, behavior and academic results according to those surveyed. Responses on behavior or attitude changes were "positive", "negative", "both", or "not applicable" (Figure 8).

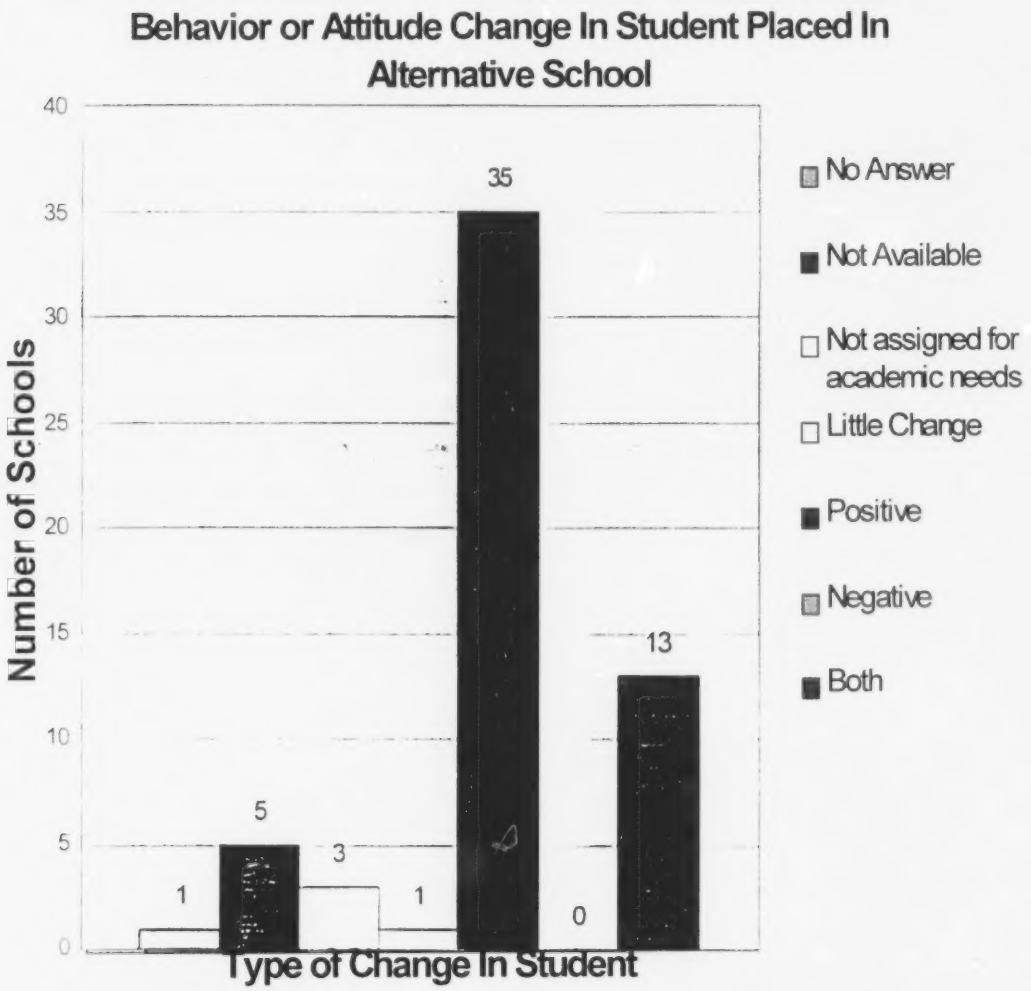

Figure 8. Negative or positive behavior changes in students placed for academic problems.

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Sixty percent of the survey responses had separation by age levels into middle and high, thirty-six percent combined the groups. Several schools noted it was less disruptive for instruction and discipline issues with separation. Grade levels were combined, separated or the program only serviced middle or high school students according to responses (Figure 9).

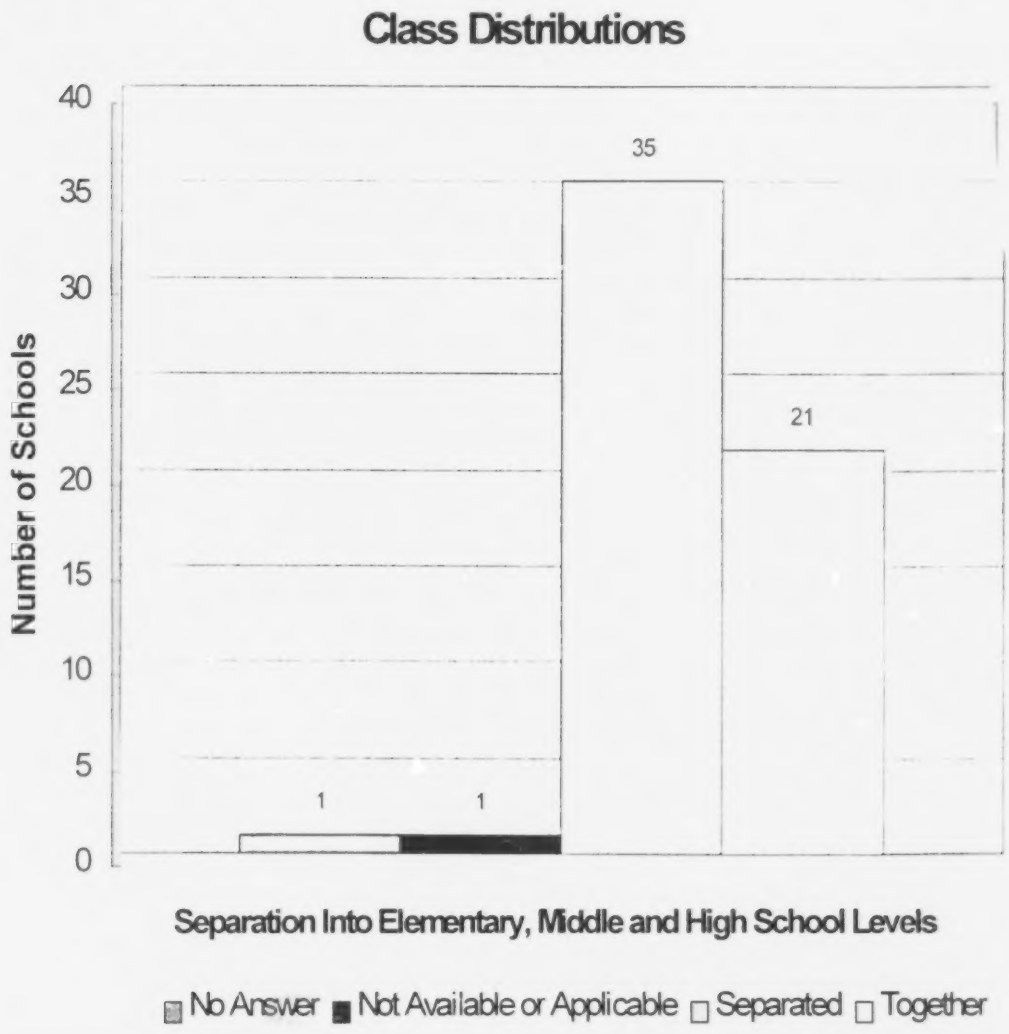

Figure 9. Combination or separation of student population by elementary, middle and high school levels.

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Ninety-eight percent of those responding to the survey indicated their alternative school facility was a self-contained system. Seventeen percent of those self-contained programs were attached to the mainstream facility and eighty-one percent of the schools were self-contained in a separate facility. The remaining percentage used the same building at different hours of operation (Figure 10).

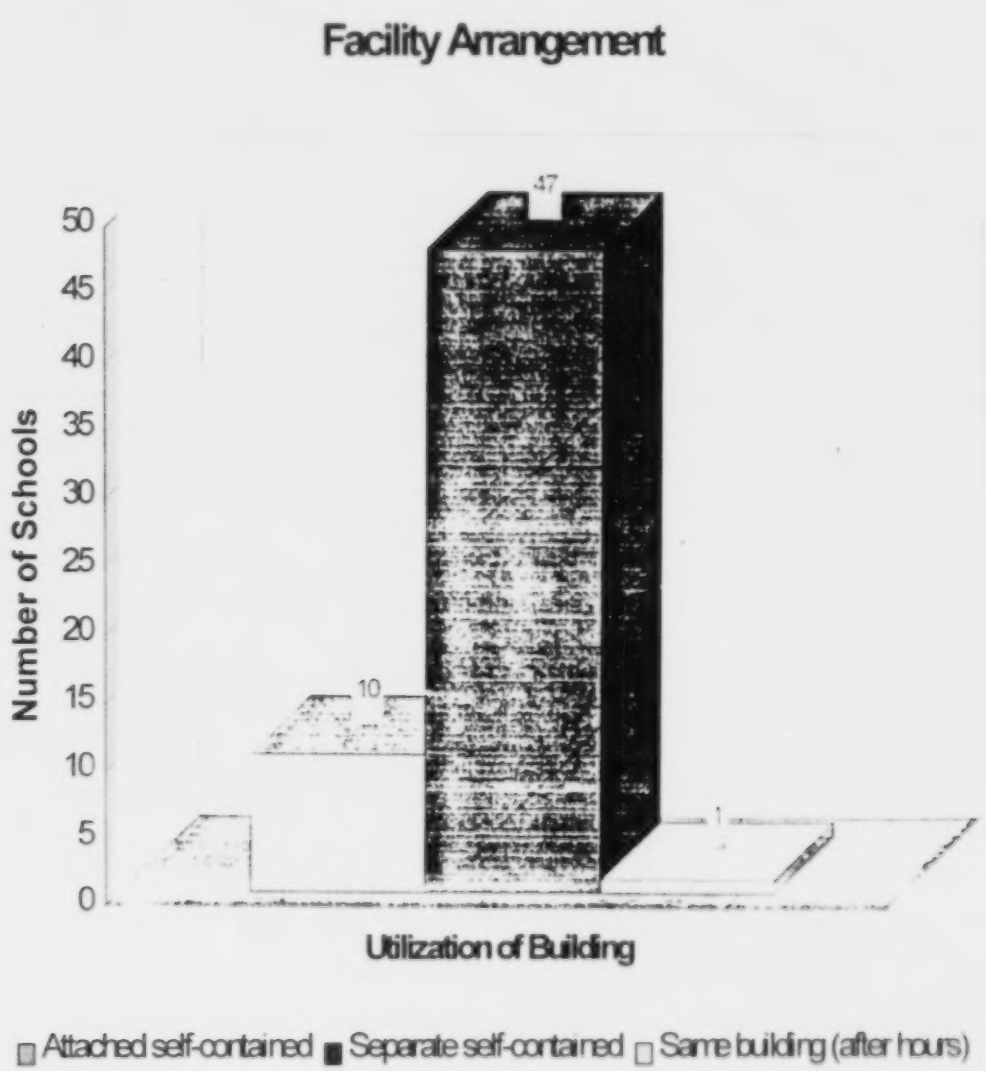

Figure 10. Facility configuration is self-contained unit, attached to the mainstream or in a separate unit.

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Strategies and incentives for motivating students academically were numerous and grouped by school climate, services available, organization of administration, academic curriculum and content, and staff and teacher relationships (Table 1-from question 11). Strategies and incentives for motivating students behaviorally were numerous and were reported in the same manner as the academic incentives and motivations (Table 2- from question 12).

Table 1 - Surveyed Strategies and Incentives to Motivate Students Academically

School Climate
A climate which promotes safety and is located in a non-intimidating area can have a powerful influence on staff / student relationships. Affective school climate includes; promoting self-efficiency and attribution, proactive discussion, reward and privilege incentives, daily point system to earn grades or privileges, star student award and academic achievement recognition, and field trip experiences
Services Available
A combination of strategies are needed to address the various range of factors and needs of an at-risk student among these are; court supported action, counseling programs, life and work skills, social service programs, and soliciting parental support.
Organization of Administration
The administration and organization of the school or program helps to promote student involvement in the school by accommodating individual needs. Methods to provide for these needs are; goal setting to complete requirements to return to mainstream, flexible and shorter school hours, parent contact/conferences, no pass/no drive policy for drivers, small class size, stringent discipline programs or policies, recommendation for job corps or correspondence school and reduction of retention or academic failure.
Academic Curriculum & Content
Instruction which enhances learning successfully include the following; computerized instruction, small group instruction, structured one-on-one instruction, pre-tested and self-paced skills/activities, level program completion, little homework, working independently, graduation goals that are attainable, access to electives offered at mainstream school and basic skills remediation.
Staff and Teacher Relationships
Individuals working with students deal with the whole child concept by providing a caring and supportive environment which includes, positive comments to students, acceptance of non-failure, advisor/mentor relationship with student.

Table 2 - Surveyed Strategies and Incentives to Motivate Students Behaviorally

School Climate
Students who contribute to decision making in their education have a sense of commitment to their school and factors which can promote this feeling are; students apply to attend the school, daily point system based on behavior expectations, adult expectations and respect, reward and privilege incentives, proactive discipline, promotion of self efficiency and attribution, planned recreation time, consequence plan for lack of compliance, and building recognition for successful goal attainment.
Services Available
Problem and events that influence the students life both in the school and in their home live are addressed by providing support systems which include: court ordered interventions or involvement, counseling services and access to basic health care services.
Organization of Administration
Alternative schools have a very structured program and policy adoption which includes; zero tolerance policy, behavior modification plans, parent contact/conferences, set policies to return or stay in mainstream, small class size or teacher student ratio, guarantee of no expulsion hearing when student works with the system and recommendation for job corps or correspondence school when needed.
Academic Curriculum and Content
Programs which promote goal setting and have a very individualized instruction plan allow for academic success with at-risk students. Other instructional strategies include: level program completion, graduation plans that are attainable, vocational and social skills training, access to electives at the mainstream system, and effective remediation opportunities.
Staff and Teacher Relationships
High expectations for behavior comes from a variety of strategies which include; a supportive staff, no failure expectations, safe physical management training, positive work and attitude habits and a compassionate and caring staff.

Nine percent of the responses indicated that mainstream teachers submitted grades and ninety-one percent of the alternative school teachers submitted grades for students in the alternative program (Figure 13).

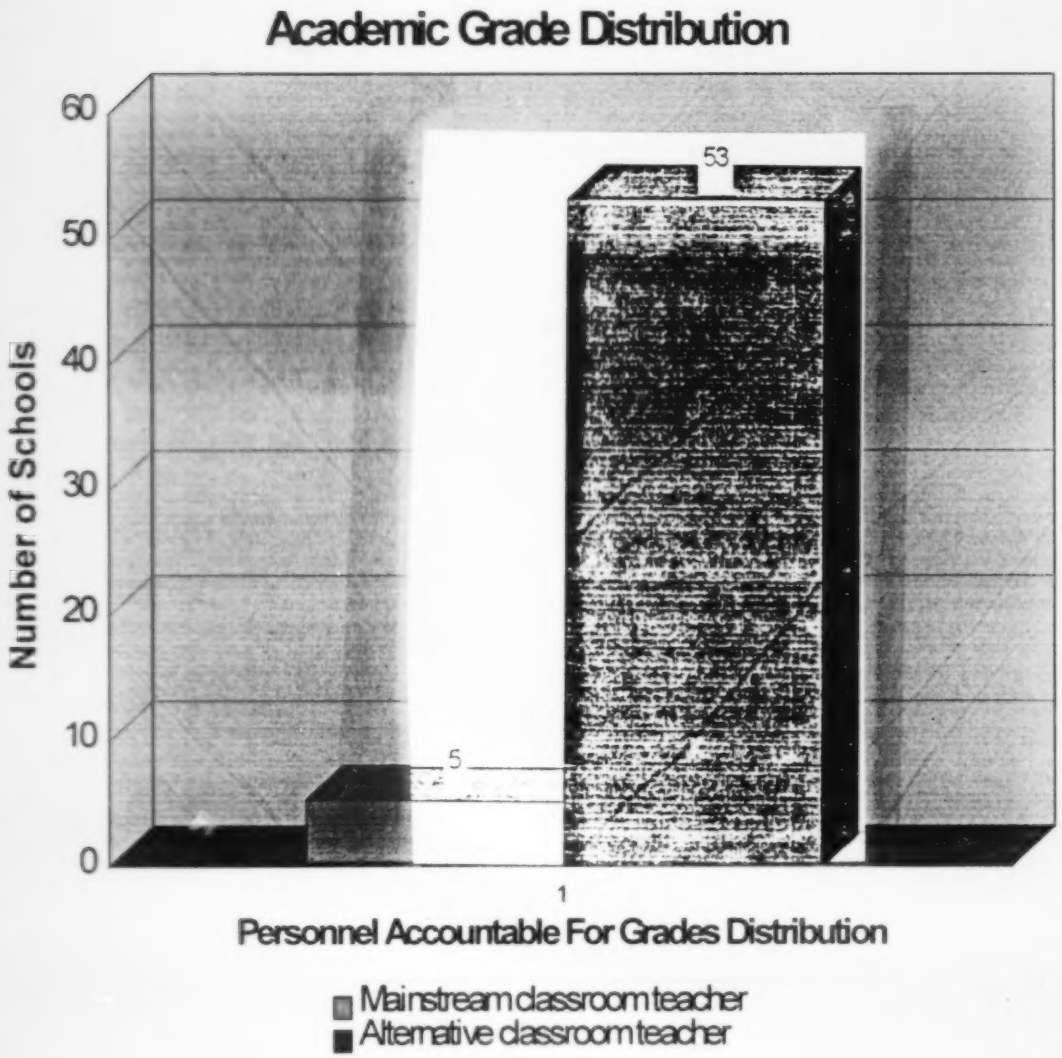

Figure 13. Personnel responsible for submitting academic grades with alternative school students.

Populations of male to female percentages were reported in five-percent increment, with some "no answers". The greatest ratio was the seventy-five percent male to twenty-five percent female population (Figure 14).

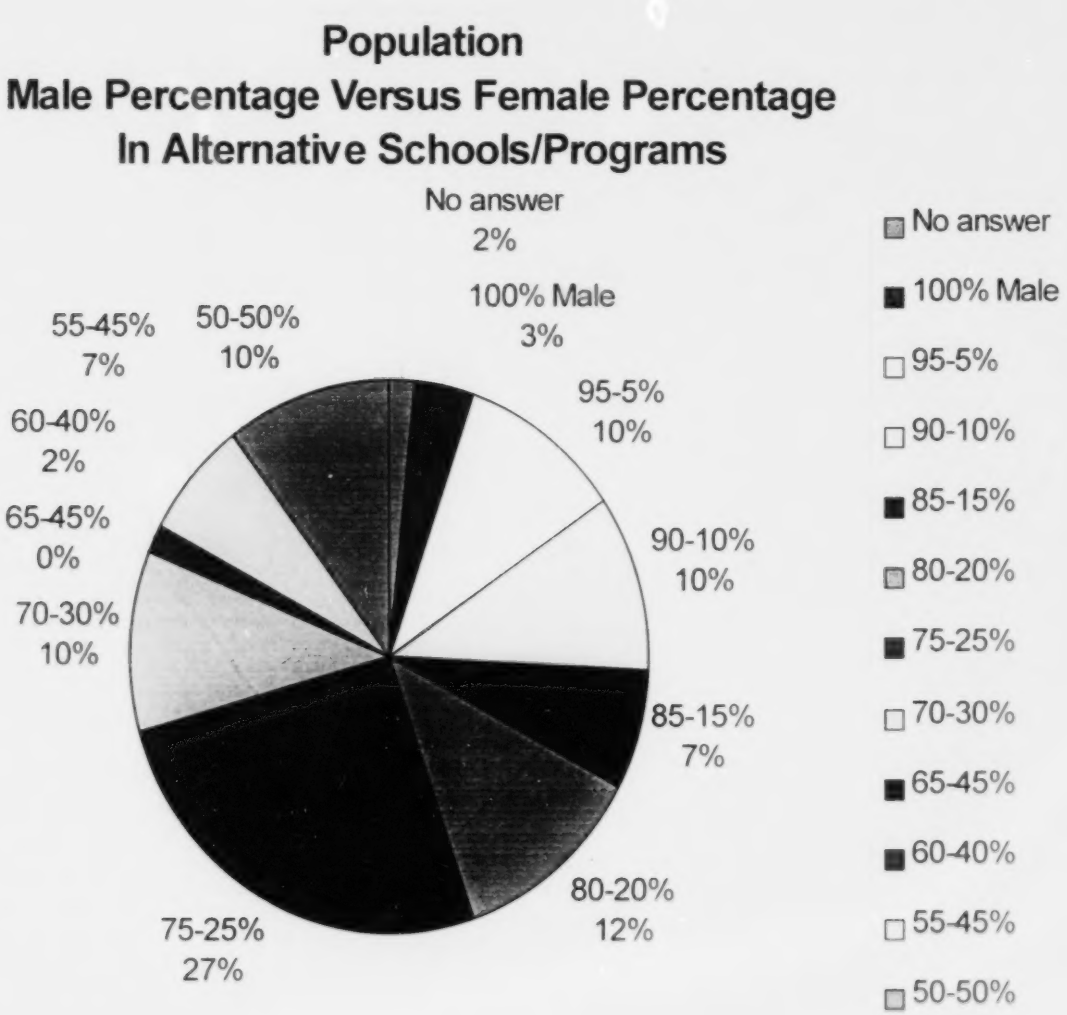

Figure 14. Population of male percentage versus female percentage enrolled in alternative school.

Data obtained on graduation percent of alternative school students and graduation percent of mainstream students was incomplete and not reliable. Forty-eight percent of the respondents did not answer, did not know, have available or indicated none to the "dropout" rate of the alternative program (Figure 15A).

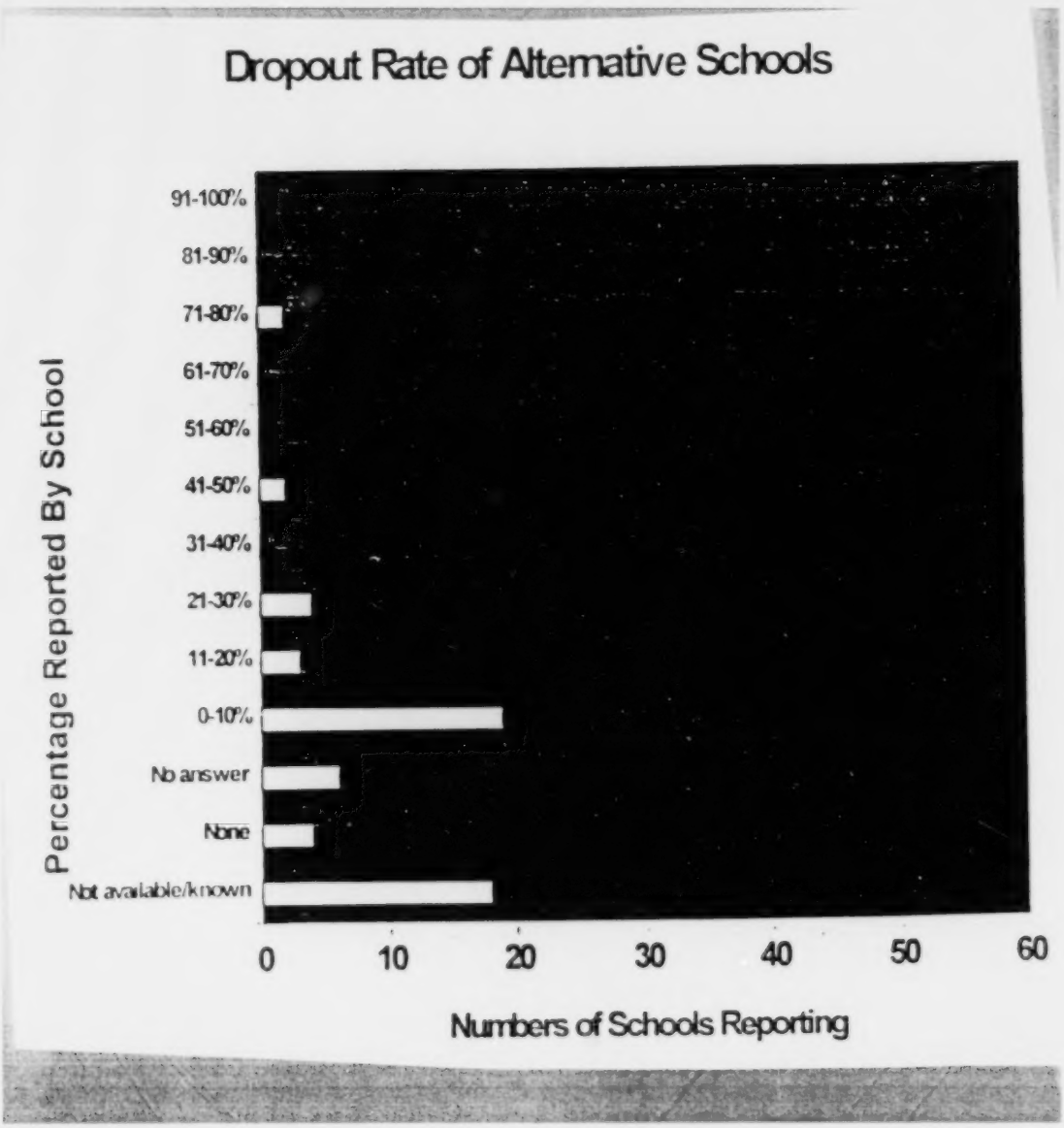

Figure 15A. Percent "dropout" rate of the Alternative School System

Forty-five percent did not answer, did not know, have available or answered none to mainstream "dropout" rate (Figure 15B). Percent "dropout" rates for the alternative system and the mainstream system were evaluated and arranged by not available, not known, none, unanswered, and reported percentage and then grouped into each tenth increment.

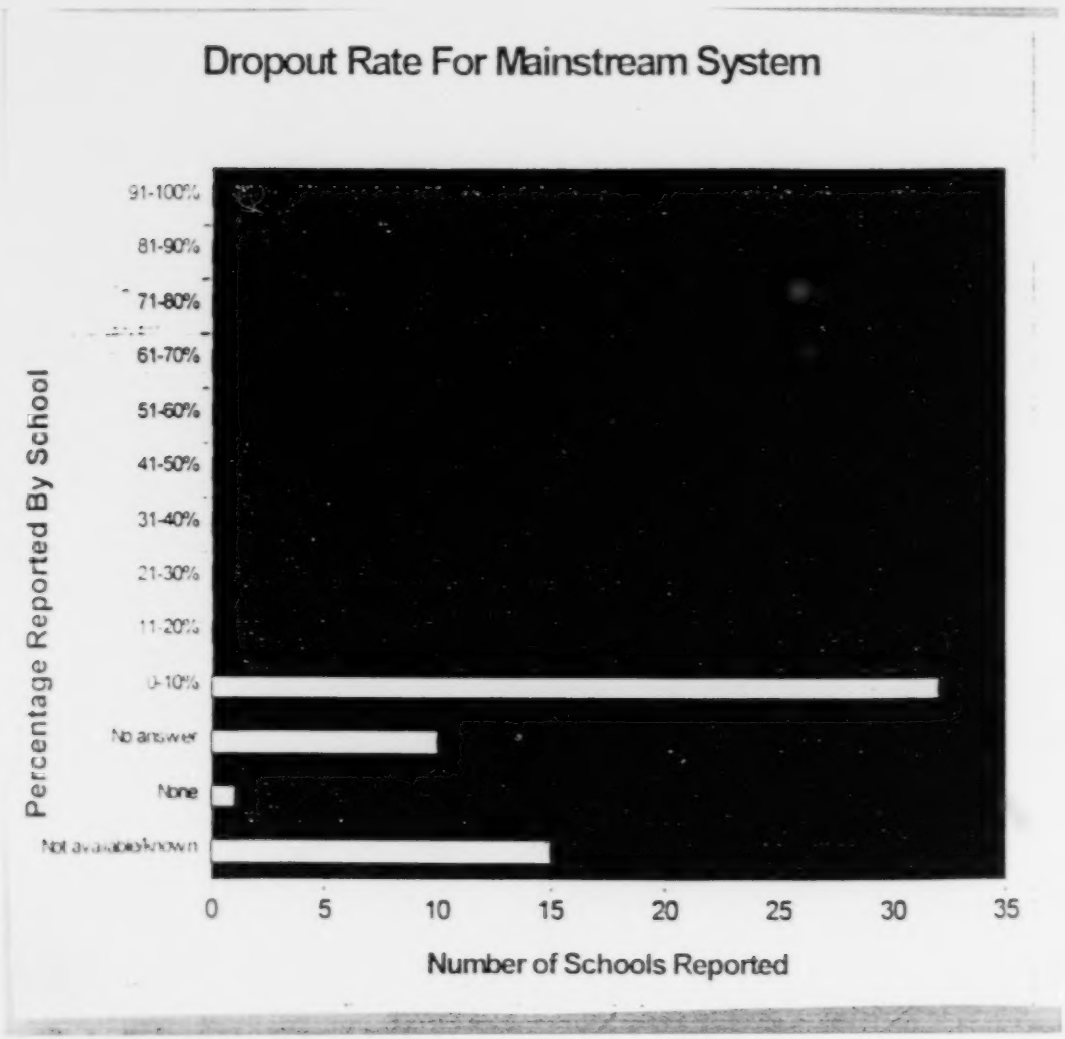

Figure 15B. Percent "dropout" rate of students from the Mainstream School System

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According to survey results, incorporating researched-based methods and strategies into alternative schools has been successful in improving grades (Figure 6, p. 21). Nevertheless, it remains to be assessed if this leads to students graduating successfully from secondary school levels or attaining a level of education which affords them the opportunity to become productive members of society. Research on alternative education still needs to focus on the goals and outcomes of alternative education. Research also needs to focus on correlating data collection with the implementation of successful strategies, and facilitation between mainstream systems and alternative schools to ensure alignment support for effective alternative school programs.

Chapter Five

Introduction

"It has been estimated that 80% of the federal education budget is directed towards programs for special education and economically and disadvantaged children and youth" (Elrod, et al. 1997). Alternative education schools and programs are a necessity in schools today. Alternative education should be viewed as one means to educate students who need a different type of environment and structure to attain a high school level of education. From available research and the results of this action-research-culminating project, several concluding statements are presented for consideration.

Results

Data analysis shows a two prong diverse representation of alternative schools and programs in use in the state of Kentucky, one, as a true educational alternative and two, as an alternative discipline program. Several schools, according to surveys, did not allow students to be placed into the alternative school for only academic needs. One school-required students to apply for admission, one school required students be expelled from mainstream school before they would be accepted to the alternative school/program. Fifty-seven percent of the reporting schools contained students designated as having violent/disruptive behavior as a top factor, while thirty-one percent contained students designated as having academic failure as a top factor (Figure 3, p.18). Review of the literature suggests that alternative schools established as a true educational alternative accomplish more success with students than those established as an alternative discipline program. "Alternative discipline programs rarely lead to substantial gains for students" (Aronson, 1995). Programs which incorporate more counseling than behavior modification strategies have success with students who remain in the program but, the success rate declines when students return to mainstream (Aronson, 1995).

Ninety-one percent of those schools surveyed in this study indicated an improvement in student's grades (Figure 6, p. 21). A number of factors can be attributed to these results. One

significant factor would be the flexibility in planning for student's academic needs. Seventy-one percent of the surveyed schools used the alternative school teacher or other individualized methods to plan for the curriculum (Figure 7, p. 22). Research and questionnaire results indicate that at-risk students are more successful in the alternative school environment. Research suggests this would be due to "whole child" interest and concern, supportive teacher/student relationships, life skills/vocational components and goal setting (Woods, 1995 and Table 1 & 2, pp. 26 & 27).

Flexibility with instructional methods, such as one-on-one tutoring, adjustment of actual curricular materials, computerized level assessment, small group instruction and multiple assessment strategies have been documented as effective components impacting upon alternative school students (Aronson, 1995). The clinical teaching process has been identified as one method having a positive impact on at-risk students (Elrod, et al. 1997). Survey results indicated similar strategies are implemented by some of the alternative schools in Kentucky (Table 1 & 2, pp. 26 & 27).

Alternative environments deemed more successful have incorporated a sense of belonging for students in a safe structured environment. Ninety-eight percent of the alternative programs surveyed were self-contained, and seventy-nine percent of the programs were self-contained in a separate unit (Figure 10, p. 24). Positive behavior/attitude changes were recorded for sixty percent of those responding to the survey, and twenty-two percent reported both positive and negative changes. An educational environment which meets the child's needs and instills a sense of belonging for students (who have for whatever reason become disconnected from the educational system) would promote a positive change in student behavior and attitude (Figure 8, p. 23).

Student graduation and "dropout" rate percentages for alternative schools were inconclusive. Fifty-seven percent of the schools surveyed did not answer the question or did not know the graduation rates (Figure 5, p. 20). Forty-eight percent of the school responses did not answer the question or did not know the "dropout" rate (Figure 15A, p. 30). Several of the programs did not allow the students to graduate or "dropout" from the alternative school but

required them to return to mainstream. Valid data from this survey is therefore unattainable for analysis and interpretation on graduation rates and "dropout" rates. Available information (Woods, 1995 and Aronson, 1995) have identified data collection methods, tracking and calculations of success of at-risk students, and "dropout" rates of students as unreliable due to differences in data collection and interpretations by school districts and state departments.

Reports indicate program success can be viewed by mainstream and alternative school policymakers as ineffective, due to students performance when returned to the mainstream system (Aronson, 1995). These same reports indicate at-risk students are not afforded a transition period nor, in many cases, an affective duration of stay in the alternative program. School districts and state department results of success with alternative programs are unattainable from available figures and policymakers may be critical of the alternative schools or even withdraw support for the programs.

Conclusions

Research, reported by the Oklahoma Technical Assistance Center, highlighted an important factor not reported in successful at-risk programs, effective program length. Researchers suggest

at-risk "programs designed as true educational alternatives work with students on a longer-term basis, some permitting students to remain through graduation" (Aronson, 1995). Our research concludes students at-risk of academic failure improves their grades while in the alternative school program. Our findings also suggest students succeed academically when problems are identified early, when research based instructional methods are practiced, and when programs are flexible in creating student-centered curriculums over a longer duration.

An essential factor leading to an at-risk student's success would be to identify true alternative education students and violent/behavior modification students and separate the groups accordingly, as previously proposed by this research. We belief it is inevitable to separate the student at-risk of academic failure from the at-risk violent/disruptive student. Educational needs

and instructional methods are significantly different for these two groups of at-risk students. Our study shows a significant number of alternative school programs in Kentucky are combining the violent/disruptive at-risk students with the at-risk students placed for academic failure. Mixing the true academic-needs at-risk students and the violent/behavior at-risk students exposes academic-needs students to additional factors threatening long-term academic success.

Research data needs to focus on correlation of data implementing successful strategies and facilitation between mainstream and alternative school programs. It is our belief that research on alternative education should focus on comparing data collection methods on the goals and outcomes of alternative education. Practical implications of failing to focus on the goals and outcomes of alternative education in an assessment process would be continued use of unsuccessful practices and at-risk student failure to achieve high school completion.

Appendix I

Alternative School Questionnaire

Dear Administrator

Please take a few moments to fill out some relevant information for an action research project conducted by Rodney Turpin and Deborah Hinton. Both teachers are completing their master's project at Campbellsville University this spring. Rodney and Deborah have researched many factors of the at-risk students and both are or have worked in an alternative school environment which prompted their research. Thank you for your time and consideration in answering these important questions and answers will remain anonymous.

1. How long has the alternative program in your school been in operation?

2. How large is your average school population?

   a. 10-30 b. 31-80 c. 81-130 d. 131-180 e. 181-_____

3. List the top two factors determining student placement in your alternative school.

   a. Drugs b. Violent / Disruptive behavior c. Absentees d. Academic Failure

   e. Suspension/Expulsion f. Lack of Respect for Authority

4. What are your hours of operation?

5. What is the graduation rate (percent) of students enrolled at the alternative school compared to the mainstream school?

6. Have grades improved for students who are there for academic failure?

7. Who designed the curriculum used by the alternative school teachers?

8. Have there been negative or positive behavior or attitude changes in students placed in the alternative school for academic problems?

9. Are grade levels separated into elementary, middle and high school levels?

10. Is your facility a self-contained unit, attached to the mainstream building, or in a separate unit?

11. What are the top two strategies/incentives which are effective in motivating students academically?

12. What are the top two strategies/incentives which are effective in motivating students behaviorally?

13. Are teachers responsible for submitting academic grades?

14. What percentage of the schools population is male? Female?

15 What is the "dropout" rate of the alternative system? The mainstream "dropout" rate?

Please *return this survey at your earliest convenience and no later than the end of January*

Any additional comments or suggestions are welcome

Would you like copies of information compiled from this research project? Yes No

Name & e-mail address

Name & mailing address

Sincerely,

Rodney Turpin and Deborah Hinton

Appendix II

Mailing List of Alternative Schools/Programs in Kentucky

Attention: Laura Vincent
1420 Central Ave
Ashland, KY 41101
Lvincent@ashland.k12.ky.us ***

Knox Co. Learning Academy
Attention: G. Kim Merida
Route 1 Box 288
Corbin, KY 40701
Kim@barbourville.com ***

Boone County Alternative School
Director - Dr. Karl Follman
7505 Sussey Drive
Florence, KY 41042 ***

11th Street Alternative School
Attention: MaryAnn Cole
877 E. 11th Street
Bowling Green, KY 42101
Mcole@b-g.k12.ky.us ***

Kentucky School-Alternative Prog
Attention: Joey Kirk
359 Proctor Street
Danville, KY 40422

Riverview High School
Attention: Ray Smith
383 High School Drive
Sheperdsville, KY 40165
RgSmith@bullitt.k12.ky.us ***

Christian County Alternative School
Atten: Mr. Ernest Baggett
731 E. 2nd Street
Hopkinsville, Ky. 42240

Clinton County School
Atten: Robin Grant
Rt. 4 Box 100
601 Cross Street
Albany, KY 42602

Corbin Independent
Atten. Lisa Whitaker
529 Master Street
Corbin, KY 40701

Augusta Learning Center
Attention: Rocky Burkhardt
307 Brackett Street
Augusta, KY 41002 ***

North KY. Learning Academy
Attention: Demetrias Choice
504 Johnhill Road
Highland Heights, KY 41099

Continuing Learning School
Attention: Allen Ernest
N. Middletown Road
Paris, KY 40361

Boyd County School
Attention: Pam Schilling
1104 McCullough
Ashland, KY 41102

Breathitt County Alternative School
Attention: Sam Faulkner
2307 Bobcat Lane
Jackson, Ky. 41339 ***

Carlisle County School-Triad Center
Attention: Tonya Green
Front Street
Bardwell, KY 42023

Clark County Education Center
Dir. Kenneth White
100 Vault Road
Winchester, KY 40391

Cloverport Independent Alternative
Atten: Carrol Krieg
P.O. Box 37
101 4th Street
Cloverport, KY 40111

Covington Independent
Atten: Joyce Baker
1516 Scott Blvd.
Covington, KY 41011

Princeton Caldwell County
Alternative Program
P.O. Box 229
Princeton, KY 42445

Butler Area Youth Services
Dir. Karen Nassarri
316 Eli St.
Dawson Springs, KY 42408

Elizabeth Independent Alt. Center
Atten: Tim Johnson
706 Hawkins Drive
Elizabethtown, KY 42701

Martin Luther King Academy
Atten: Director
701 E. Main Street
Lexington, KY 40502

Gallatin County Alternative Program
Atten: Georgeanna Swauger
P.O. Box 148
Warsaw, KY 41095
606-567-7100 ***

Glasgow Indep. Alternative Program
Atten: Ruth Ann Foxall
301 Bunche Ave.
Glasgow, KY 42141 ***

Graves County Alternative Program
Atten: Director
1007 Cuba Road
Mayfield, KY 42066

Greenup County - Alternative Prog.
Atten: Winford Lowder
8000 U.S. 23 North
Greenup, KY 41144
W.Lowder@Greenup.k12.ky.us ***

Hardin County Bd. Of Ed.
Dir. Alternative Prog - Becky Tonietti
65 W. A. Jenkins Road
Elizabethtown, KY 42701 ***

Community Education Center
Safe School Coord. Bonnie Reitz
470 Webster Ave.
Cynthiana, KY 41031
Breitz@hamson.k12.ky.us ***

Daviess County Beaken Central
Atten: Donna Lanham
6500 U.S. 231
Utica, KY 42376

Dayton Independent
Atten: Fred Marina
200 Clay Street
Dayton, KY 41074
Fmarina@dayton.k12.ky.us ***

Fleming County - Safe Choice
Director - Ed Ward
211 W. Walter Street
Flemingsburg, KY 41041 ***

Butler Area Development Center
Atten: Director
P.O. Box 229
Princeton, KY 42445

Garrard County-Alternative School
Attention Vicki Naylor
322 W. Maple
Lancaster, KY 40444 ***

Grant County Alternative Program
Atten: Ron Kinmon
1505 N. Main
Williamstown, KY 41097

Grayson County Alternative
Atten: Leon Davis
120 S. Clinton Street
Leitchfield, KY 42754

Clovport Independent
Atten: Mr. Fallin for Mr. Shoulders
83 State Rt., 271 N
Hawesville, KY 42348

Harlan County Alternative Program
Attention: Robert Hansel
251 Ball Park Rd.
Harlan, KY 40831

Harrodsburg Independent Alternative
Program Atten: John Davis
371 E. Lexington
Harrodsburg, KY 40330

Hart County Alternative Program
Atten: Sharyon Schartzer
P.O. Box 68
Munfordsville, KY. 42765

Cropper Alternative School Program
Atten: Robert Spears Director
8472 Cropper Road
Pleasureville, KY. 40057
Rspears@shelby.k12.ky.us ***

Hopkins County Alternative Program
Atten: Linda Zeldick
320 S. Seminary St
Madisonville, KY. 42431

Walker Environmental
Attention: Kevin Caye
2415 Rockford Lane
Louisville, KY. 40216

Kennedy Metro
Attention: Clarence Gluver
4515 Taylorsville
Louisville, KY. 40220

Letcher Alternative School
Attention: David Chaltas
1 College Hill
Whitesburg, KY. 41858

Kenton Central School
Atten: Chuck Ladwig
1030 Old State Road
Covington, KY. 41011

Knox County Alternative Program
Atten: Gary Kim Merida
Rt. 1 Box 288
Corbin, KY. 40701

Bentley School
Attention: Director
275 S. Laurel Road
London, KY. 40741

Lee County Alternative School
Atten: Sam Watkins
P.O. Box 97
Beattyville, KY. 41311

Alternative Education - Letcher County
High Atten: David Chaltas
College Drive
Whitesburg, KY. 41858

Barret Intervention Learning Center
Atten: Dave Rupsch
111 South Adams Street
Henderson, KY. 42420
Drupsch@henderson.k12.ky.us ***

Hickman County Alternative Prog.
Atten: Danny Whitlock
Rt. 3
Clinton, KY. 42031

Jackson County
Attention: William Sexton
P.O. Box 217
McKee, KY. 40447

Franklin Traditional Education
Attention: Dr. Rick Tatum
1800 Arlington Ave.
Louisville, KY. 40206
Fax. 502-485-6680 ***

Buechel Metro
Attention: Harrold Russell
1960 Bashford Manor Lane
Louisville, KY. 40218

Johnson County Alternative School
Atten: Edwinna Baldwin
7279 Highway 321 South
HagerHill, KY. 41222
Ebaldwin@johnson.k12.ky.us ***

Paul Combs Learning Center
Atten. : Charles David
P.O. Box 1470
Hindman, KY. 41822

LaRue County Alternative Prog.
Director - Ed Downs
195 Walnut St
Hodgenville, KY. 42748
Edowns@Larue.k12.ky.us

Lawrence County Alternative
Atten: Phillip Ratliff or Bill Morrison
Box 607, Hwy. 644
Louisa, KY. 41230

Leslie County Alternative Program
Anthony Little
P.O Box 949 School Street
Hyden, KY. 41749

Lewis County Alternative School
Atten: Rachel Edington
P.O Box 159
Vanceburg, KY. 41179

Lincoln Alternative School
Gene Crawford - Director
240 Somerset Street
Stanford, KY. 40484
Jcrawford@lincoln.k12.ky.us ***

Livingston/Lyon County Alternative
Attention: Marsha Hurt
P.O.Box 219
Smithland, KY. 42081
Mhurt@livingston.k12.ky.us ***

Ludlow Independent Alternative Prog.
Attention: Tom Halloway
515 Elm Street
Ludlow, Ky. 41016

Magoffin County Alternative Prog.
Attention: Joe E. Hunley
P.O.Box 109
Salyerville, KY. 41465
Jhunley@magoffou.k12.ky.us ***

West Kentucky Education
Attention: Howard Finley
710 B. Douphitt Ave
Mayfield, KY. 42066

McCreary Central Academy
Attention: Nathan Nevels
H.C. 69 Box 26
Stearns, KY. 42647
Nnevels@mccreary.k12.ky.us ***

Breckinridge County Alternative Prog.
Attention: Vicki Voyles
P.O.Box 352
Harned, KY. 40144-0352
Vvoyles@b-ridge.k12.ky.us ***

Middlesboro Independent Alternative
Program Attention: Kathy Coalman
P.O.Box 959
Middlesboro, KY. 40965

Montgomery County Central School
Alternative - Attention: Betty Razor
212 N. Mayville
Mt. Sterling, KY. 40353

Nelson County Alternative Prog.
Attention: Susan Vaughn
P.O.Box 2277
Bardstown, KY. 40004

Fort Logan High-Alternative Prog.
Atten: Scott Montgomery
305 Danville Ave.
Stanford, KY. 40484
Smontgomery@lincoln.k12.ky.us ***

Reveille - Alternative School
Attention: Director
160 Shelton Lane
Russellville, KY. 42276

Madison County Alternative Prog.
Attention: Larry Curry
300 Belevue Drive
Richmond, KY. 40475

Alternative Learning Center
Second Chance School
Attention: Gene Brooks
416 High School Rd.
Benton, KY. 42025
Mcaltschool@marshall.k12.ky.us ***

McCracken County Alternative Prog.
Attention: Linda Wyatt
260 Bleich Rd.
Paducah, KY. 42003

McLean County Alternative Prog.
Attention: Richard Edds
P.O.Box 245
Calhoun, KY. 42327

Metcalfe County Alternative Prog.
Attention: Steve Branstetter
1007 W. Stockton
Edmonton, KY. 42129 ***

Monroe County Alternative Prog.
Attention: Monty Shive
P.O.Box 518
Tompkinsville, KY. 42167

Monticello Independent Alternative
Program Atten: Mr. Chaney
135 Cave Street
Monticello, KY. 42633

Newport Independent Alternative Prog.
Attention: Elaine Kerley
301 East Eighth Street
Newport, KY. 41071

Nicholas County Alternative Prog.
Attention: Gerald Hammons
395 W. Main Street
St. Carlisle, KY. 40311

Buckner Alternative High School
Attention: Dan Orman
1350 North Highway 393
LaGrange, KY 40031
Dorman@oldham.k12.ky.us ***

Longfellow Learning Center
Attention: Anita Burnette
1706 Fredicia Street
Owensboro, KY. 42301
Aburnette@owensboro.k12.ky.us ***

McCracken Co./Paducah Adult High School Attention: Craig Turner
700 Highland Blvd.
Paducah, KY. 42003 ***

Perry County Alternative
Attention: Charles Minks
P.O.Box 758
Hazard, KY. 41702

Pinesville Independent Alternative Prog.
Attention: Paulin Goodin
401 Virginia Ave.
Pineville, KY. 40977

Pulaski County Alternative Prog.
Attention: Keith Braun
500 Chandler Street
Somerset, KY. 42501

Deming School-Alternative Prog.
Attention: Greg Emmons
P.O.Box 168
Mt. Olivet, KY. 41064

Rowan County High-Alternative Prog.
Attention: Terry Chin
499 Viking Drive
Morehead, KY. 40351

East Bernstadt Alternative Prog.
Attention Ernest Wiggins
P.O.Box 128
East Bernstadt, KY. 40729

Elliott County Alternative Prog.
Attention: Director
P.O.Box 767 Main Street
Sandy Hook, KY. 41171

Ohio Co. ALP
Richard Hudson / Crystal Likens
100 West Render St. Suite 2
Hartford, KY. 42347
CRLikens@hotmail.com ***

Carroll County Alternative School
Attention: Ron Gilespie
813 Hawkins St.
Carrollton, KY. 41008

Owsley County Alternative Prog.
Attention: Joyce Campbell
P.O.Box 340
Booneville, KY. 41314

Falmouth School Center
Attention: Mr. James O. Prather
500 Chapel Street
Falmouth, KY. 41040
Jprather@pendleton.k12.ky.us ***

Pike County Alternative Prog.
Attention: Gene Tackett
95 Douglas Park
Pikeville, KY. 41501

Powell County Alternative Prog.
Attention: Billy Rose
P.O.Box 430
Stanton, KY. 40380

Ashland Day Treatment/Alternative
Attention: Mickey Dickson
1539 Greenup Ave.
Ashland, KY. 41105

Rockcastle County Alternative Prog.
Attention Mrs. Powell
245 Richmond Street
Mt. Vernon, KY. 40456

Russell Independent-Alternative Prog.
Attention: Gayla Scott
409 Belfont Street
Russell, KY. 41169

Estill County Alternative Prog.
Attention: Director
Box 391 Main Street
Irvine, KY. 40336

Edmonson County Alternative Prog.
Attention: Director
100 High School Street
Brownsville, KY. 42210

Campbell County Alternative Prog
Attention: Doug Dunn
101 Orchard
Alexandria, KY. 41001

Allen County Alternative Prog
Attention: Director
238 Bowling Green Rd.
Scottsville, KY. 42164

Burgin Independent Alternative Prog
Attention: Director
Box B, 140 Burgin/Danville Rd.
Burgin, KY. 40310

Calloway County Alternative Program
Attention: K. Adams Director
2106 College Farm Rd.
Murray, KY. 42071
AdamsK@Calloway.k12.ky.us ***

Casey Academy
Attention: Vivian Foster
1841 East KY 70
Liberty, KY. 42539 ***

East Bernstadt Ind. Alternative Prog.
Attention: Director
P.O.Box 128 School Street
East Bernstadt, KY. 40729

Eminence Indep. Alternative Program
Director - David Baird
114 S. Penn Ave. Box 146
Eminence, KY. 40019
Dbaird@eminence.k12.ky.us ***

Estill County Alternative Program
Attention: Director
Box 391 Main Street
Irvine, KY. 40336

Ft. Thomas Ind. Alternative School Prog.
Attention: Director
2356 Memorial
Ft. Thomas, KY. 41075

Franklin County Alternative School
Attention: Director
916 E. Main Street
Frankfort, KY. 40601

Fulton Indep. Alternative School
Attention: Director
313 Main Street
Fulton, KY. 42041

Newton Education Center
Attention: Herb Wiseman
610 W. Main Street
Campbellsville, KY. 42718 ***

Bardstown Independent Alternative
Prog. Attention: Director
308 N. Fifth
Bardstown,KY. 40004

Caldwell County Alternative Prog.
Attention: Director
611 Washington Street
Princeton, KY. 42445

Carter County Alternative Prog
Attention: Director
228 Carol Malone
Greyson, KY. 41143

Cumberland County Alternative Prog.
Attention: Director
353 N. Main Street
Burkesville, KY. 42717

Elliott County Alternative Program
Attention: Director
P.O.Box 767
Sandy Hook, KY. 41171

Erlanger Ind. Alternative Program
Attention: Director
500 Graves Ave
Erlanger, KY. 41018

Floyd County Alternative School Prog.
Attention: Director
69 N. Arnold Ave.
Prestonsburg, KY. 41653

Frankfort Indep. Alternative School
Attention: Director
315 Steele Street
Frankfort, KY. 40601

Fulton County Alternative School
Attention: Director
P.O.Box 50
Hickman, KY. 42050

Marion County Alternative School
Attention: Director
223 N. Spalding
Lebanon, KY. 40033

Mason County Alternative School
Attention: Director
2nd and Limestone Street
Maysville, KY. 41056

Mercer County Alternative School
Attention: Director
P.O.Box 287
Harrodsburg, KY. 40330

Muhlenberg County Alternative School
Attention: Director
Box 167, Hwy. 62 E.
Greenville, KY. 42345

Science Hill Indep. Alternative School
Attention: Director
6007 N. Hwy. 27
Science Hill, KY. 42553

Shelby County Alternative School
Attention: Director
Box 159, 403 Washington
Shelbyville, KY. 40065

Simpson County Alternative School
Attention: Director
Box 467 205 Iris Drive
Franklin, KY. 42134

Southgate Indep. Alternative School
Attention: Director
Blatt and Evergreen
Southgate, KY. 41071

Todd County Alternative School
Doug Haskins - Director
804 S. Main Street
Elkton, KY. 42220
Dhaskins@todd.k12.ky.us ***

Trimble County Alternative School
Attention: Director
P.O.Box 275, Hwy. 421
Bedford, KY. 40006

Walton-Verona Ind. Alternative School
Attention: Director
P.O. Box 167 30 School Rd.
Walton, KY. 41094

Washington County Alternative School
Attention: Director
P.O.Box 192
Springfield, KY. 40069

Menifee County Alternative School
Attention: Director
P.O.Box 118
Frenchburg, KY. 40322

Morgan County Alternative School
Attention: Director
Box 489, Prestonburg Street
West Liberty, KY. 41472

Russell Independent Alternative School
Attention: Director
409 Belfont Street
Russell, KY. 41169

Scott County Alternative School
Attention: Harold Harnett
Box 561 Long Lick Park
Georgetown, KY. 40324
Harnett@scott.k12.ky.us ***

Silver Grove Indep. Alternative School Attention: Director
Box 400 Third Street
Silver Grove, KY. 41085

Somerset Indep. Alternative School
Attention: Director
305 N. College Street
Somerset, KY. 42501

Spencer County Alternative School
Attention: Director
P.O.Box 339 110 Main Street
Taylorsville, KY. 40071

Trigg County Alternative School
Attention: Lanell Bell - Coordinator
203 Main Street
Cadiz, KY. 42211
Dbell@prodigy.net
Lanwoodall@hotmail.com ***

Union County Alternative School
Attention: Director
510 S. Main
Morganfield, KY. 42437

Warren County Alternative School
Attention: Director
806 Kenton
Bowling Green, KY. 42101

Wayne County Alternative School
Attention: Director
P.O.Box 437
Monticello, KY. 42633

Webster County Alternative School
Attention: Director
P.O.Box 420, U.S. 41A
S. Dixon, KY. 42409

Whitley County Alternative School
Attention: Director
116 N. Fourth
Williamsburg, KY. 40769

Williamstown Ind. Alternative School
Attention: Director
300 Helton
Williamstown, KY. 41097

Woodford County Alternative School
Director - Roy Chapman
334 Princess Circle
Versailles, KY. 40383
Rchapman@mrs.net ***

Alane Mills
202 S. 2nd Street
KSD - BruceHall
Danville, KY. 40423
Alana@bcdt.k12.ky.us ***

West Point Indep. Alternative School
Attention: Director
P.O.Box 367
West Point, KY. 40177

Williamsburg Indep. Alternative School
Attention: Director
1000 Main Street
Williamsburg, KY. 40769

Wolfe County Alternative School
Attention: Director
P.O.Box 160 Court St.
Campton, KY. 41301

Howard Finley
3258 Monroe Street
Paducah, KY. 42001
kyfin@.com ***

Lue Cole
TBS
65 Marydell Rd.
London, KY 40741 ***

*** Indicates the schools/programs that would like copies of the research and/or information available.

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